

Teacher: _____ Grade: _____ Date: _____
 Observer: _____ Lesson Observed _____

Balanced Literacy Classroom Observation

<p>Print/Environment</p> <ul style="list-style-type: none"> Daily Schedule is posted. Environment is clean, neat, print rich. Students' original work is posted. Classroom library exhibits a variety of reading materials and levels for independent reading. 	<p>Balanced Literacy</p> <ul style="list-style-type: none"> Balanced Literacy Program is evident and includes: <ul style="list-style-type: none"> Read Aloud Time Shared Reading Guided Reading Independent Reading Teaching points are selected and made that illustrate the reading process. Questioning strategies elicit higher order thinking skills. Reading strategies are modeled and prompted during direct instruction. Groupings are flexible, fluid and responsive to student needs.
<p>Planning Preparation</p> <ul style="list-style-type: none"> Lesson plans are visible, current, reflect clear goals, standards, learner objectives, and assessments. Appropriate reading level materials are selected for small groups. 	<p>Management</p> <ul style="list-style-type: none"> Effective monitoring of students is evidenced through: <ul style="list-style-type: none"> Interaction with students Moving around the classroom/group Listening to students read Instructional assistant/classroom volunteer is working directly with students. Students are meaningfully engaged in reading and writing activities. Classroom transitions are smooth, noise level is appropriate, and students exhibit on task behavior.
<p>Assessment</p> <ul style="list-style-type: none"> Student Progress is regularly monitored and evidenced by: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>___ Checklists</p> <p>___ Charts</p> <p>___ Informal Observations</p> <p>___ Informal Reading Inv.</p> </div> <div style="width: 45%;"> <p>___ Running Records</p> <p>___ Portfolios</p> <p>___ Anecdotal Notes</p> <p>___ Other _____</p> </div> </div>	<p>Comments:</p> <p>Strengths:</p>

Balanced Literacy Self-Check Observation

A=Always

S=Sometimes

Print/Environment

- Daily Schedule is posted.
- Environment is clean, neat, print rich.
- Students' original work is posted.
- Classroom library exhibits a variety of reading materials and levels for independent reading.

Balanced Literacy

- Balanced Literacy Program is evident and includes:
 - Read Aloud Time
 - Shared Reading
 - Guided Reading
 - Independent Reading
- Teaching points are selected and made that illustrate the reading process.
- Questioning strategies elicit higher order thinking skills.
- Reading strategies are modeled and prompted during direct instruction.
- Groupings are flexible, fluid and responsive to student needs.

Planning Preparation

- Lesson plans are visible, current, reflect clear goals, standards, learner objectives, and assessments.
- Appropriate reading level materials are selected for small groups.

Management

- Effective monitoring of students is evidenced through:
 - Interaction with students
 - Moving around the classroom/group
 - Listening to students read
- Instructional assistant/classroom volunteer is working directly with students.
- Students are meaningfully engaged in reading and writing activities.
- Classroom transitions are smooth, noise level is appropriate, and students exhibit on task behavior.

Assessment

- Student Progress is regularly monitored and evidenced by:

___ Checklists	___ Running Records
___ Charts	___ Portfolios
___ Informal Observations	___ Anecdotal Notes
___ Informal Reading Inv.	___ Other _____

Comments:

Strengths:

Teacher: _____ Grade: _____ Date: _____
 Observer: _____ Lesson Observed: _____

Balanced Literacy Classroom Observation (Reading and Writing in the Content Areas)

<p>Environment</p> <ul style="list-style-type: none"> • Classroom or school rules posted. • Room is clean, organized, materials accessible; room is inviting and personal. • Students' original work is posted. • Supplementary reading materials are available. 	<p>Reading and Writing</p> <ul style="list-style-type: none"> • Balanced Literacy may include: <ul style="list-style-type: none"> ○ Individual Oral Reading ○ Group Reading ○ Independent Reading ○ Questioning strategies that elicit higher order thinking skills from students • Reading and/or writing strategies are emphasized during direct instruction. • Groupings are flexible, and responsive to student needs. • Students are writing independently on a regular basis. • Writing models are presented to stimulate student thinking. • Students are required to write often. • Writing is a tool for learning: summaries, short responses, free writing.
<p>Planning /Preparation</p> <ul style="list-style-type: none"> • Teacher's plans are visible, current, and reflect clear goals, standards, learner objectives, and assessments are focused on short-term and long-term view. • Appropriate reading level materials are selected for small groups. • Appropriate reading level materials are selected for large groups. • Supplementary rescues are available. 	<p>Management</p> <ul style="list-style-type: none"> • Effective monitoring of students is evidenced through teacher's interaction and response to students: <ul style="list-style-type: none"> ○ Discussion ○ Socratic questioning ○ Moving around the classroom/groups ○ Listening to students read ○ Providing closure to class ○ Greeting students upon their entering class ○ Instructional assistant/classroom volunteer is working directly with students. • Students are engaged in reading and writing activities. • Noise level is appropriate with smooth transitions from one task to another.

	<ul style="list-style-type: none">• Routines establish orderliness.
Assessment <ul style="list-style-type: none">• Student Progress is monitored regularly and evidenced by Anecdotal records, Charts, Essays, Exams, Informal Documentation, Student/Teacher conferences, Journals Objective exams, Portfolios, group presentations, Quizzes, Short answer questions, Oral presentations and demonstrations.	Comments: Strengths: